

MAY, 1963

## A Teacher's Last Testament

. . . To my country I bequeath my  
    dear estate,  
Unpublished, unassessed, unknown to  
    fame,  
But of great import, pregnant with the  
    fate  
Of future men and the luster of their  
    name.  
What I bequeath is neither bought nor  
    sold  
In the incessant clamor of the street,  
And yet its power surpasses coveted  
    gold . . .  
Composed forever, it never is complete.

Quickened by the mind's invisible  
    springs,  
The soul's electric spark of joy and  
    woe,  
Its legions will advance on rising wings  
Against the nameless fears that all  
    men know,  
Upon their foreheads the clear light  
    of truth--  
My country's heritage--immortal  
    youth!

Florence Ripley Mastin



## Summer Sessions at

# 1 9 5 3

### • PRE-SESSION

MAY 30—JUNE 6

### • FIRST TERM

JUNE 8—JULY 11

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May 30—June 6  
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## DEDICATION

As our retiring teachers leave the profession we send with them our best wishes for many years of happy and fruitful endeavor ahead. They have made an outstanding contribution to the future of America and we are confident that this change will not mean an end to their work but only the opening of another phase. In appreciation for their service to mankind and the children of our nation we dedicate this issue of the Arizona Teacher to them.

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## ARIZONA TEACHER

Official Publication of Arizona  
Education Association

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ARIZONA TEACHER



# The Teacher's Desk

## The REACH and The GRASP

By Joseph N. Smelser

The wise men in the quiet of their studies have caught visions of the truth which would amount to error if pressed upon the lives of common men. The insights of the artists and poets have sensed beauty in the rarefied air of the distant heavens which are beyond the survival limits of the masses of men. Living in the cold logic of the mind, the endless beauty of the imagination, and the ethical longings of the heart are one thing, and living with the earthly demands of existence is another. To have a mind that dwells with the gods and a body that lives with the things that creep and crawl is man's tragedy.

These thoughts may have the odor of musty old theologies. The writer at least has seen such tragedy. It is not meant by these thoughts that progress is an illusion nor that civilized man is cursed or must be cursed, with the riddle of dualism. But we all have felt the tug of the ideal against the stubborn will to follow the expediency of the moment. We do not feel that we should surrender to the dismal philosophy of the inevitability of the evils of our day. We feel that the most unworthy of all people are those who fatten on the claim that men are unimprovable. Finally, we do not subscribe to worshipping on the house tops and behaving like beasts in the living room.

This train of thoughts may be applied to teaching.

Many of us are attracted to the logic and beauty of Naturalism; some are convinced by the claims of agnosticism, the practical approach of pragmatism, the mutability of truth and error, and the material basis of the spirit. Some great educators have accepted these beliefs and have built theories of education upon them.

It is our humble belief that the tap root of education must be embedded in the ideals of the culture where we teach. Change must be peripheral if brought about by education; it can and should come only within the limits of general understanding and voluntary acceptance. Change for change's sake is insipid. Building the curriculum about one personality or a theoretical cult carries experimentalism beyond good sense. If society is organic, going it alone is dangerous. Is there anything wrong with teaching within the framework of the generally respected ideals of our culture? We may say: no, but dangerous business. Can the teaching profession exhibit enough unified courage to adjust the matter and method of education to such widely respected

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# ARIZONA TEACHER

Official Publication Of  
The Arizona Education Association

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Vol. 41 SUMMER ISSUE, 1953 No. 4

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STATEMENT OF POLICY: As the official publication of the Arizona Education Association, the *Arizona Teacher* is dedicated to the interests of public education and to the profession of teaching, with the supreme purpose of promoting the welfare of the youth of Arizona and America. The Editorial Board of the *Arizona Teacher* encourages reader contributions reserving however the right of editing or rejecting. Viewpoints expressed by authors are their own and not necessarily those of the Association.



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## PIN POINTING the PERTINENT

THE NATIONAL RETIRED TEACHERS ASSOCIATION, a department of the NEA, recognizes the retiree's need of reorganization and adjustment. It tends to promote his personal relationships, well-being and prestige. It challenges a continuation of educational interest and purposeful activity. It affords an opportunity to work effectively toward liberalization of retirement benefits and stabilization of retirement funds. Membership, with its four quarterly dues, is \$1.00 per year.

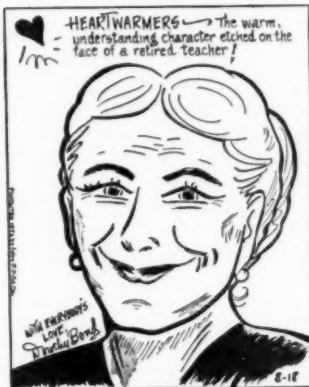
ARIZONA IS THE ONLY STATE having no state library extension service, declares the American Association of University Women.

Over 40% of the people of the state have no access to a free library. For two years, the AAUW has worked to remedy the situation. The plan they envision would provide additional books, a field worker to assist local library groups, professional guidance where and when needed, assistance in organizing new community libraries, and parcel post service to individuals. This is a project which would seem to merit all our support.

THE AMERINDIAN is the only general, and educational, news bulletin on the American Indian people. It is of value to teachers in the study of Indians, for social science classes, and for discussion groups. The January-February Issue carried an article on an Arizona school. For information write to: Marion E. Gridley, editor and publisher, 27 S. Wabash Avenue, Chicago 3, Illinois.

FAMILY LIFE EDUCATION, a two-week workshop for high school teachers, counselors, or administrators, will be offered at the Oregon State College at Corvallis this summer. Tuition for out-of-state people will be \$21.

POLIO FACTS FOR 1953: Tremendous progress toward a control for infantile paralysis has brought us to the threshold of prevention of the disease. Scientists are now planning the first field trials of a polio vaccine, thanks to the support of the March of Dimes by the American people. However, the vaccine is *not* here and we must understand the facts and keep cool heads when faced with the reality of polio. Some precautions if polio comes to your community: . . . let your children continue to play with their usual companions, . . . make sure they scrub their hands before eating and avoid use of other people's soiled towels, dishes and tableware; . . . beware of fatigue and chilling, . . . don't subject children to unnecessary and lengthy travel. Consult your doctor if your child has any symptoms of polio: headache, fever, sore throat, upset stomach, stiff neck or back. Turn to your chapter of the National Foundation for Infantile Paralysis for advice and financial assistance if polio strikes.



From "The Ladies" cartoon, courtesy of THE CHICAGO DAILY NEWS and John F. Dille Co.



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*For further information write: Director of Admissions, University of Arizona, Tucson*

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## "JUST LOOK"

By DOROTHEA PELLETT  
Audio-Visual Education Consultant  
Topeka, Kansas, Public Schools

(Films are 16mm sound, black-and-white, "classroom-tested," and may be secured from local distributors. For those you are unable to locate, a note to Mrs. Pellett will be forwarded to the producers.)

**Jean and Frank Reading Series** (5 min. each, color, Encyclopaedia Britannica Films) Six different film-experiences, full of common incidents all children love to share and remember, begin ventures in reading for the readiness stage. The films start children to vivid thinking, feeling, recalling, and talking, so that words later introduced are rich in personal meaning. Social studies discussions (family and friend relationships) as well as practice in language arts are stimulated. Father narrates **Frank Tends the Garden, Flying a Kite, and Sailing a Boat.** Mother tells **A Surprise for Jean** (birthday party), **Frank and His Dog,** and **Jean and Her Dolls.** Each film uses well the suspense-situation and shows pictures to answer asked questions. Good relationship between children together and with their parents, pets, and friends are basic, and do not slow the exciting stories. Pranks and teasing, courtesy and consideration, anger and annoyance, making up and forgiving, are appropriately and naturally shown. Before each half-reel is finished your audience children are eager to show their own response.

**Personal Health for Girls** (10 min. color also, Coronet Films) Wholeheartedly and thoughtfully, girls in senior and junior high accept Peggy and her story. They like the strictly non-huckster approach. College girls, especially those planning to be with young people, should study the film's method as much as its content. Attractive Peggy, not a born beauty, shows her health habits which she says are not unusual but get results. "They give me a kind of reward, they keep me relaxed and let me be myself, help me fit into different crowds, and feel good." A chart at the film's end helps students recall the routine: clean body and clothes, special hair and skin care, moderate exercise, right food in proper amount, and enough sleep. The film is personalized for special interest to girls only.

**Personal Hygiene for Boys** (10 min. color also, Coronet Films) The changing voice of an adolescent says: "Larry's got all the luck—good looks, friends..." and the film shows why and how. The typical teen-aged skeptic groans, "Why get up that early? Eat all that breakfast! Don't tell me he's washing again!" The film follows Larry's personal moments from the 6:45 a.m. alarm, adding special health and hygiene precautions performed through the day. How to shave; treat pimples; have all-over cleanliness and care of body, nails, hair, mouth, teeth; cautions in toilet and shower rooms; care of clothing, good eating and sleeping habits; are given a straight-forward presentation that boys prefer to be reserved for boys, teen-aged and young adults.

**First Lessons** (22 min., International Film Bureau) Primarily for teachers and adults interested in understanding children, this film, sponsored by the National Association for Mental Health, shows work of Dr. Ralph Ojemann at the University of Iowa. In a typical classroom a group of 7-year-olds find their social pattern upset by a "new boy." Their adjustment problem becomes critical in their teacher's absence. Suggestions for mature consideration are given with the teacher's return and her method of noting group and individual regression, her observation and analysis of the problem, and her attempt toward solution.

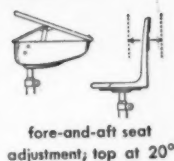
ARIZONA TEACHER

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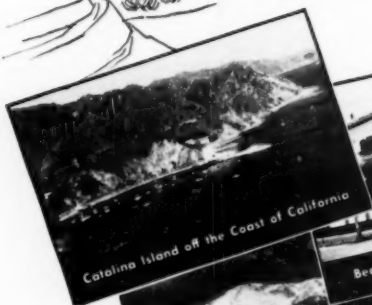
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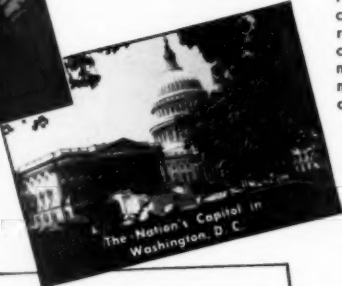
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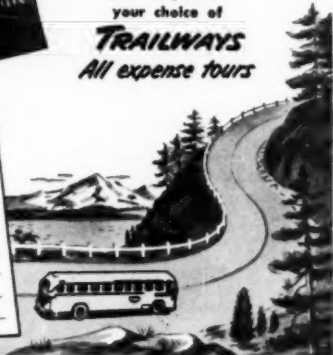
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# YOUR PROFESSION IN ACTION

**S**INCE ONE of the primary purposes of a system of public education in the United States is the development of citizenship, it is fitting that the National Education Association should maintain a Citizenship Committee as one of its group of standing committees. The N.E.A. Citizenship Committee carries on a number of important programs, and it also provides teachers and their organizations with a series of helpful services.

The most significant effort of the Citizenship Committee is its co-sponsorship of the annual National Conference on Citizenship. This event is held in Washington each year during the week immediately following Citizenship Day. It is a joint operation of the N.E.A. and the United States Department of Justice, and is unique among educational conferences in that more non-educators attend than do educators. The non-educators are representatives of some 600 national groups and institutions which each year are invited to participate.

It is possible, through the Conference, to demonstrate to the representatives of the many national groups who participate that the schools do indeed teach citizenship—and they do a creditable job of it. The Conference also helps educators keep in touch with what the general public is thinking in regard to the activities of the schools as they bear upon citizenship education.

Through the National Conference on Citizenship, it is also possible to throw the spotlight upon the process of becoming an American citizen. During the Seventh National Conference last year the naturalization court met with its full complement of officers before the assembled members of the Conference in the Presidential Room of the Hotel Statler where more than 50 new American citizens were naturalized.

A variety of other projects marks the Citizenship Committee's work. The 1951 project was an effort to find out what schools throughout the nation are doing to promote better citizenship. Seven thousand copies of a questionnaire were distributed to a sample of the nation's school districts. The results were summarized in a folder entitled "Citizenship Every Day All the Time."

This past year the Committee has been developing a series of resources for teachers in the field of citizenship education, entitled "Approaches to Citizenship Education." This series of leaflets refers to resources of various types which might be useful to classroom teachers. One of these, "Teaching Citizenship Through Films," prepared by Dorothy

Dodge Anthony, is based upon a selective survey of films in the field of citizenship.

The Committee also provides service leaflets for local associations. For example, the Local Association Leaflet No. 4 contains a variety of suggestions by which local teacher groups can stimulate the improvement of citizenship education. Leaflet No. 9 describes the way in which a local association can set up their own local committees to work with N.E.A.

Another service of this kind was a kit of 30 items distributed to 3000 local associations to help them inaugurate local citizenship programs.

In cooperation with the American Heritage Foundation and the Advertising Council, the Citizenship Committee distributed a leaflet entitled "Ideas for Schools on Helping to Get Out the Vote." The variety of suggestions ranged all the way from poster contests and voters' maps to baby-sitter and car-pool services. The advisory committee to the National Citizenship Committee includes 272 chairmen of Citizenship Committees from local associations.

Through this extensive program, necessarily presented here in sketchy fashion, the N.E.A. Citizen-



- ship Committee implements its four purposes:
- (1) To formulate national policies for encouraging effective citizenship programs in state and local associations;
  - (2) To emphasize the importance of effectively inducing new voters into active citizenship;
  - (3) To encourage the interest and cooperation of the nation's voluntary groups in the improvement of citizenship education;
  - (4) To publicize effective programs of citizenship education wherever they may be found.

## IT'S GOOD PUBLIC RELATIONS

Madison School, in the suburbs of Phoenix, is doing an outstanding job in the area of public relations. Hardly a week passes without us receiving some report of an effort on their part to take the news to the public. Sometimes it is the routine of the classroom.

### The 4th "R"

Human relations—the Fourth R—is being taught in a most unique program which begins in the fourth grade. It includes items from nutrition to courtesy. Under the enthusiastic direction of Nina Cotton Willson, the children learn the art of courteous living, and like it. The endeavor has received wide publicity in national and local publications and the editors of **The News Magazine of The Screen** that it worthy of inclusion in one of their recent newsreels, distributed to schools in several states thru the assistance of business groups. In Arizona, the **Arizona Republic and Gazette** newspapers make its distribution possible.

Then there comes the memo to "All Parents in the Madison School District" on the subject of "The Teaching of Reading." It is a most direct and informal presentation of the program which will leave the reader with no doubts that the 3 R's are taught, and well taught, in the Madison Schools. Excerpts from the memo will serve to demonstrate the thoroughness with which the topic is presented: "Our reading program . . . is based on the outline and material authorized and provided by the Arizona State Board of Education. The basic texts are published by the Scott Foresman Company of Chicago, Illinois.

"Regardless of the grade or level your child is in, he is in some stage of learning to read. He may be beginning to read by reading pictures, telling stories, taking a trip to give him experiences which will help him when he begins book reading . . .

" . . . Just as children vary in learning to walk, cutting teeth, or learning to talk, so do they vary in developing intellectual skills involved in reading."

The skills needed for reading are then listed and briefly explained. They include good eyesight, good hearing, learning to speak plainly, a good background of word meanings, attentiveness, an interest in reading, the ability to distinguish likenesses and differences in words, and to know where to begin to look at a sentence.

The methods employed in teaching reading come in for a brief discussion and this is followed by six guides for parents, under the heading "Parents can help in our reading program in the following ways."

Then comes the thoughtful ending. "We hope this brief explanation will be of some value to you and we wish to express our sincere appreciation for your fine cooperation." It is signed by the primary supervisors and the superintendent.

## Notes: FROM THE FIELD

## To My Son On His Graduation

May 9, 1952

My Honored and Respected and Beloved Son, Lee (Bunky):

I remember so well when you came to bless our home. You were such a fine baby boy. It seems such a little while since then. Now you are graduating from high school. Somehow I wish I could hold you in my arms, Bunky, for you are still my little boy. I can hardly believe that you are so nearly grown up.

I have noted with deep satisfaction and pride your love and devotion to your great and good and lovely mother. Your devotion to her is a mark of nobleness.

Your modesty is a virtue, son, but I advise you to push yourself enough but—not too much. In this world we must push ourselves ahead the right amount at the right time. This requires a delicate balance in judgment.

Because I love you so deeply, I want to give you just a few points of advice. Learning these things has come to me the hard way.

You will meet disappointment in life. Some of these will be bitter ones. We all have to meet them. Make up your mind that come what may in disappointments you will deliberately adjust them in your mind and move ahead.

You have a fine intellect; exploit it through continued study. You have a good physical body; be proud of it and care for it properly and it will carry you through a long and busy life.

Should you be called to serve your country in the military forces, screw up your resolution and give it your best.

Be concerned with your religion. Keep in balance. Seek to succeed financially but never sacrifice your honor to acquire wealth. It isn't worth that much.

Seek new friends but never at the expense of the old ones. The old friends are the best friends.

Be willing to work. Whatever your work may be go beyond the minimum requirement. Some, self-styled wise people, may laugh at you for this but I

see page 40

### From the GAB SHEET—Casa Grande

Don't worry about the young generation settling down; just wait until the younger generation shows up. We were once considered young.

Civilization consists of progressing from shoeless toes to toecless shoes.

The PTA members are busy with their "Hearing Aid" project. Mr. Tom Margo of the State Health Department is in charge of the hearing tests which were given at Central School November 24-27. Miss Mary Saunders and some of the PTA members assisted.

## A Review of Educational Legislation

**I**t is very difficult to evaluate the work of the 21st. Legislature in regard to school legislation. There is not a single bill passed regarding education that would receive the approval of all members of the Arizona Education Association, and if any of us as individuals were to write the legislation it would be different again. This Legislature emphasized more and more the statement that is prevalently quoted, "All legislation is a compromise." We should also remember that legislation that is a result of compromise may be, in the long run, the wisest course. The Legislative Committee of the A.E.A. was faced with several very difficult problems, and in many of them our course of action was determined by what might be the best policy rather than by what we would like to have. I should like to review briefly the action taken regarding school legislation in several categories.

**Retirement**—The retirement and Legislative Committees, as well as the Executive Committee, spent many hours working on the provisions of House Bill 195. This bill passed the House in almost the same form as introduced. In the Senate, however, it was changed somewhat, although not to the detriment of the teachers. There were many suggested amendments to which we could not subscribe and on which we definitely stated our position. I think it is the opinion of the Retirement Committee and of the Legislative Committee that House Bill 195, as amended and passed, is entirely satisfactory to the large majority of the teachers of the state. It eliminates the automatic cancellation clause in our present retirement program, and as soon as we are eligible for Social Security the new plan will go into effect. This might be at any time if the Social Security Administration should accept us without further federal legislation.

**State Aid**—Several bills were introduced dealing with the subject of state aid. The A.E.A. Legislative Committee decided that they would not introduce their own bill as it would be impossible to sponsor a bill with an equalization formula under present constitution limitation and any legislation passed at this session must necessarily be labeled temporary or stop-gap. We, therefore, agreed with the idea that the state should assume a greater percentage of the cost of the schools and endorsed, in principle, House Bill 155. We definitely favored the amendment of House Bill 155 which changed the one-half of 1% retail sales tax to 25% increase in all categories of the privilege sales tax. We opposed very strenuously any attempt to tie additional state aid to budget limitation. This was probably the most

crucial issue that we faced during the session of the Legislature. Arizona is one of the 12 states in the union that does not have any type of state limitation of budgets or tax levy. If we believe in local self-government, then we must oppose budget limitations, as we all know that the general effect of limitations on local school rates and levies is to restrict local initiative. Increasing state support in order to secure tax relief contributes little to educational progress, if local school authorities are denied the right to use their tax resources to support more adequate educational services. The plea was made that this was



Let's talk it over.

for a year only, but we are all aware of the fact that once the principle of limitation is adopted, it is with us from now on. We are fully aware of the fact that we undoubtedly sacrificed any additional state aid this year by not accepting the principle of budget limitation. We feel in the long run, however, that this was a wise move, because the problem of the proper support of the schools of the state cannot be solved by this type of piece-meal legislation. Before we can present a good equalization formula, it will be necessary for the people to adopt the proposed constitutional change altering the basis for apportioning school funds from those of the school census (A.D.A. accepted in practice) to the distribution of these funds as provided by law. The other major obstacle to an equalization formula is the equalization of the assessment of property, which is a continuing problem with the Legislature, as they failed to meet this situation at their last session.

**Reorganization**—(State Department, State Board) For several years now, the Arizona Education

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## EDUCATION—Tough, Rugged Business

**T**OO many educational leaders are wetting a finger and holding it out the window to see which way the wind is blowing before taking a position on matters that count in education, the Association for Supervision and Curriculum Development (ASCD) declared in a 224-page report. ASCD is a department of the National Educational Association.

The Report—"Forces Affecting American Education"—is the result of a two-year study by a committee appointed by the Association. It takes stock of the nation's provisions for public education at midcentury and describes the "forces"—good and bad—affecting schools in this country today.

### A tough, rugged business

The Report emphasizes that educational leadership is a rough, rugged business in our country at the present time. Education must "keep pace with or resist" certain major influences in modern life. It must react to today's mode of living. It must react to findings of research and the expanded use of communications. Education also must protect itself against groups of people representing vested interests while it cooperates with others sincerely trying to give constructive assistance.

"The schools are at the center of nearly all of the bitterly contested issues in American culture—race relations, politics, religious, international relations and others," the Report points out.

"Education is in the hands of persons—individuals and groups. Some hold one view about it, some another. Some want one method, some another. Some want to end free education for all at one level, some another. Therefore, when we say that schools are under attack, we really mean that people are

under attack along with their views and beliefs and commitments."

The Report warns that a special interest group speaking about American education does not represent the people. "As soon as they know, the people always stand against these special interests which would influence the schools unduly, or capture them or destroy them," according to the authors of the study.

"It is the business of all educational workers to so work with all citizens that all know the educational score every moment of the time. The people represent the only bulwark of defense and support available to the public schools."

### Patchwork programs

Urging better community participation in the schools, the Report says: "We have patchwork programs of community relations and participation across the country. Public education will operate under a formidable handicap until we throw our real weight behind an all-out program of information and participation in the business of public education for the whole of the American people.

"There is a barrier, sometimes real and sometimes imaginary, between educators and the people in this country. It's a language barrier. There never was an educational program that was valid for use in the public schools that could not be described in simple language and understood by all kinds of people.

"The American people have a right to look to their teachers and educators for leadership. We have too many teachers playing it safe by teaching less well than they know, and by hesitating to apply the method of intelligence. Such action is unworthy. It's a kind of treason when the chips are down as they are in our times."

In free America, a street sweeper can become a professor—if he's willing to make the financial sacrifice.—  
Wall St. Jnl.

**A**IR TRAVEL getting to be old hat with you? Find it boring from take-off to touch down?

Then take some sky-watching tips from Dr. Vincent J. Schaefer, famed weather scientist at the General Electric Research Laboratory. You'll find an ordinary plane ride can be turned into an absorbing search for some of the most spectacular shows on earth.

Under favorable conditions, he said, you may see mirages of buildings, mountains, cities and lakes. At night you may see mirages of light, which some scientists say are often tagged as flying saucers.

### **The phantom mountain**

The most striking mirage the weather scientist ever saw was a phantom mountain range towering high over the horizon as his plane flew over New York's LaGuardia airfield.

"The strangest aspect of that mirage," he com-



The

## **SKY STEED**

From the News Bureau of General Electric

mented, "was a row of slot-shaped valleys cutting between giant peaks."

Mirages are most apt to appear, he explained, when the air is relatively dry and temperature inversions—warm air over cold—occur.

They are seen most commonly early in the morning before the sun's heat starts convective activity near the earth's surface. Layers of differing density of air, Dr. Schaefer explained, act as mirrors in reflecting distant objects your way.

Often, he said, topsy-turvy temperature layers occur after cold air slips into a valley at night and remains until the morning heat starts updrafts moving in the area.

### **The glory**

More common phenomena seen from a plane window include "the glory," a bright-colored ring encircling the plane's shadow, a white rainbow or "cloudbow", and other products of light scattering and refraction caused by moisture droplets and ice crystals.

"The glory" with its circular bands of color is produced by droplets acting as prisms and breaking sunlight down to essential colors and reflecting them back. The number of colors seen is determined by the size of the droplets present in the atmosphere.

White rainbows are seen by careful observers as they spread across the sky in the same pattern as a colored rainbow. These "cloudbows" also are products of water droplets.

Phenomena seen to the north of the plane, Dr. Schaefer said, are caused by water droplets. Move to the south side of the plane and you'll see spectacular effects produced by ice crystals that form thin cirrus clouds.

The first such sight may be a halo circling the sun at a distance of 22 degrees, or the width of your outstretched fingers, arm extended, thumb touching the sun.

Look closer and you may see "sun dogs", parhelia to the scientist. They are brilliant, and usually vividly-colored spots, standing watch on opposite sides of the sun.

"They resemble small vertical bits of rainbow," said Dr. Schaefer.

Sky travelers also are counseled to keep a sharp

eye out for a sun streak, a bright streamer dropping precipitously down from the sun. This sight, Dr. Schaefer explained, is produced by the reflection from hexagonal, six-sided, ice crystals as these crystals drift toward the earth.

### **The mock sun**

"At times," Dr. Schaefer said, "you may see a mock sun appearing below the horizon, placed there by freak light-reflecting crystals."

This mock sun, he said, appears to be "the same distance below the horizon as the sun is above it. Now and then it may have its own 'sun dogs' standing watch." The latter are called "reflected sun dogs."

During air travel, the passenger can be his own cloud expert. Looking toward the sun you may see nearby clouds that are brilliant green, blue or red. This effect is called the corona.

It, however, has no connection with the sun corona that appears during an eclipse. The corona that colors the clouds is caused by tiny water droplets "of a very uniform size."

Notice, if they occur, the condensation trails spiraling off the propeller tips and you'll see small clouds being formed.

"These condensation trails are set up when the air is expanded rapidly and cooled below the dew-



point," Dr. Schaefer points out. At temperatures below freezing, prop blades whirling at high speeds can produce ice crystals which last longer than the clouds they make at higher temperatures.

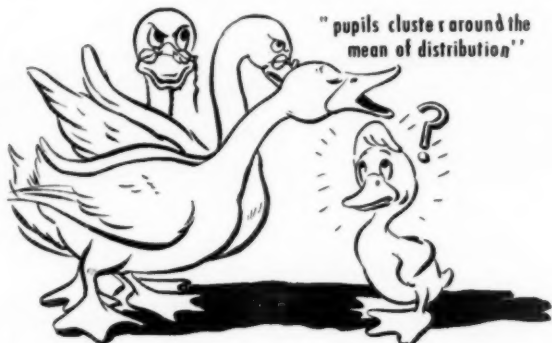
In fact, Dr. Schaefer points out, these same prop-produced crystals often see clouds penetrated by your airliner. When they do, your sky steed touches off a snow fall all its own.

Climb above 30,000 feet and the exhaust forms ice crystals. They may leave a shining white plume stretching from horizon to horizon in the vast blue.

## Lay Duck Among The Peda-Geese

By NOEL WICAL

Re: AASA 1953 Yearbook  
"American School Curriculum"



**T**HE SPECTACLE of a dozen educators and a layman chained together for two years in common toil shouldn't startle the American public.

But it may evoke curiosity, and perhaps some sympathy. The turn your sympathy takes will depend, of course, on whether you are an educator or another layman.

As the odd-man on the book-writing team that turned out the 1953 Yearbook of the American Association of School Administrators, I cannot gracefully suggest how you should feel toward the professionals on the committee. I do urge you, however, not to waste any sympathy on the lay member.

The educators never condescended to handle him with chamois gloves, I assure you. Nevertheless, in the give-and-take discussions at the conference table, the man who came in as a stranger soon found himself accepted as one of the boys.

You might say the writing of "American School Curriculum" was a sort of road-building job. While voluntarily manacled to Chairman Lawrence Derthick, and serving in leg irons with other commission members, I took part, feebly or boldly as occasion demanded, in the survey of the educational terrain and in the academic rock-crushing that went into the making of the book.

### A turnpike

"American School Curriculum" charts a turnpike for the nation's schools, a broad and plainly marked route, which most laymen can see and comprehend. The directions are especially clear when the educators, for example, recognize the ever-growing moun-

### Once in a blue moon

If you are truly lucky while on a flight, you may see the sun or moon as brightly-colored disks sometimes blue. This striking effect is caused by the presence of uniform particles of ice, smoke, water or dust.

From this highly irregular display sprang the term, "once in a blue moon," Dr. Schaefer reported.

But when you see the blue moon, don't think you have seen everything. Now that you have learned to be alert aloft, the heavens will really unfold for you.

tain of knowledge confronting today's pupils and then proceed to outline the curriculum patterns—the core, subject, broadfields approach and others—by which the mountain can be penetrated.

Whenever discussions at the Chicago or Gatlinburg meetings appeared to the layman to be disappearing into a tunnel of terminology, the professionals were utmostly gentle with him—and most perceiving. They looked to him as a guinea pig listener to test the technical jargon which always tries to drum its way into such a book. They figured if he could grasp what they meant, after they had knocked fuzzy pedage off a paragraph, then the paragraph was ready to be presented, not only to school people, but to parent-teacher associations, citizens committee, and school taxpayers in general.

That is why "American School Curriculum" should prove to be a widely useful book. It is beamed, at strategic points, to the citizens of the community, whose understanding of what teachers are up to, and why, must be increased in order to elicit the ever increasing support which the schools are asking from the public.

Like the superhighway makers, the AASA commission has attempted to engineer a project that will accommodate many types of traffic. Those readers who journey into the yearbook will determine for themselves how well the authors have succeeded. As a layman, I find it a pretty good road into the educational landscape.

It contains chapters of particular interest to parents of school children, and to the childless couple



next door. The one entitled "How the Home and Community Influence Instruction" spells out the factors and conditions that go to make a child's total education a 24-hour-a-day activity. There is a widespread need for non-educators to know, and acknowledge, that the child is developing and learning somehow, whether he is in the classroom, in church, at the movies, in the family living room, or on his paper route. And to realize that teachers, alone, cannot entirely educate the child or even determine completely what he is to be taught.

Another chapter, "How Children Learn and Grow," should wisely restrain any of us parents who are about to stamp down to the school and demand the reason why our eight-and-a-half-year-old daughter has read only four third-grade books while our friend's son, only eight years one month, has been through six readers.

The commission's four week-end sessions were long and confining, but nobody took down with "cabin fever," probably because the meetings were seldom tedious. Facts and theories on education were forced back and forth across the hotel table by the entire work crew, including our "guide," Frank W. Hubbard, research director of the National Education Association, and our "timekeeper," Worth McLure, the AASA's executive secretary.

The lively debates rubbed away some of my preconceived notions about education and educators,

and sharpened other notions. For what value it might have, I would say:

### He talks like other folks

When the professional educator discards his graduate school vocabulary, he talks just about like other folks on your street. When the educator says "pupils cluster rather closely around the mean of distribution," he simply means that average kids do average work in school. The professionals are willing to forsake such gobbledygook, and proved it in the commission meetings.

"Billboard language," already being used in much school publicity, should be employed more often to tell the curriculum story. In the fast pace of life today, readers on the run expect to have their schools interpreted in a flash.

Unfortunately, the accomplishments of the schools in the Three R's often are overshadowed by news of the schools' Three B's—Buses, Basketball, and Beans (for cafeterias).

Parts of "American School Curriculum" are devoted to suggestions for focusing public attention on what happens when the child, the teacher, and the curriculum come together. If only this portion of the 1953 Yearbook lives up to its intentions, the book should be worthy of your inspection.



## It Starts in the Classroom

From a monthly newsletter of the National School Public Relations Association of the NEA, available by subscription.

**T**HEN-AND-NOW sessions can build good PR, says the National School Public Relations Association in a recent issue of **IT STARTS IN THE CLASSROOM NEWSLETTER**, its monthly round-up of good public relations techniques and ideas developed by individual classroom teachers around the country.

The newsletter cites the group of parents who said, "We don't want our children to go back to what we had" after hearing their PR-wise county super-

intendent and several veteran classroom teachers compare modern educational techniques with the educational practices of 25 years ago.

Parents happily waved goodbye to: sitting for long periods of time with hands folded on the desk; constant and unvarying question-and-answer techniques; and pupils standing in the corner for misdemeanors.

Also on the parents' glad-to-see-you-go list were the stiff rows of seats totally unsuited for group work, the large notebooks filled with outlines copied from the board to be learned for tests, lessons based always on mastery of the 'next five pages' in the textbook, and autocratic domination of the teacher.

On the other hand, parents approved the modern school which treats parents and pupils as partners, helping them, for example, to understand the why, as well as the what, of school rules and regulations. One such school, in a list of regulations distributed to parents and pupils says, "for safety's sake, we ask children not to arrive at school until 8:50 A.M. Our patrols, policemen, crossing guards and safety markers are not ready until 8:40. Our teachers do arrive earlier (at 8:30) but they need time, free from supervision of pupils, to collect teaching materials, to order supplies, to confer with parents, to consult with supervisors."

# Whither School Administration?

**T**HIS MIGHT be a good time for looking forward and backward. The results of a recent study regarding the changing concepts of school administration will afford an opportunity for reflection, if you want to determine where you and your system stand in relation to the trends.

The purpose of this study by Benben<sup>1</sup> was to determine the changing concepts of school administration as reflected in the recommendations of school surveys. Twenty-one comprehensive city school surveys by representative educational leaders were chosen, centering around 1920, 1930, 1940, and 1950 in order to contrast the recommendations at intervals of ten years. The recommendations of each survey were extracted and typed on cards. These cards were then classified and filed (by decade) in twenty-five areas.

## The board of education

Most significantly reflected in the changing concepts regarding the board of education and its role in the administration of the schools is the need for clarification of the administrative structure and the demarcation of responsibility.

The concept that the board of education has to devote itself to every detail of administration is changing and the emphasis is being placed on responsibility for the whole school district and its larger problems. This is reinforced by the changing concepts regarding the size of the board, elimination of standing committees, longer terms of office for board members, placing the administration and supervision of the schools in the hands of a chief executive who must keep the board informed and appraisal of the results of the work in the school district.

During the period covered, evolution is clearly toward a smaller board, elected on a non-partisan basis for a longer term, and working on the larger educational problems with the assistance and direction of a trained professional executive. There are also emerging concepts regarding the board's duty to keep the public aware of its work and the work of the schools and to seek a more democratic form of organization for the school. Increasing emphasis is given to the board's responsibility for determining the part the school should play in the American scene and for coordinating the school's function with the

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*This study is from John S. Benben's doctoral dissertation<sup>1</sup> and is presented by the Midwest Administration Center, University of Chicago, as part of a program sponsored by the American Association of School Administrators.*

*Dr. Benben was Chief of Instructional Program for Prisoners of War, United Nations Command, Korea and Superintendent of Schools, Midlothian, Illinois.*

## A Critical Analysis of School Surveys Identifies Emerging Concepts . . .

functions of other agencies in helping to fulfill the objectives of a democratic state and its culture.

## The school superintendency . . .

More and more duties and responsibilities have been transferred to the superintendency from the board of education. Altho the position remains indistinct in definition, this investigation indicates that the place of the superintendent in the administrative framework is not one of chief executive only. His role of chief executive is strengthened considerably by changing concepts and the tendency is to give the superintendent greater responsibility in wider areas. According to the new concepts, he should no longer remain in charge of mere details of school management, but should direct and coordinate the broad aspects of personnel, finance, school plant, curriculum, and public relations. He should be selected not solely for his educational expertness but also for his general background, his ability to work with different levels of personnel, and his sensitiveness to the changing educational scene.

The changing concepts give the superintendent greater stature and place him in a position of leadership to bring about a better attainment of the educational goals in American society. It is recognized that he should be given the specialized assistance needed in administering the school plant, personnel, finance, curriculum, and public relations but that he should not permit the specialized staff to become authoritarianistic.

## Business management

In keeping with the fixing of general administrative responsibility on the superintendent, the changing concept regarding the role of business management is to place it in a position of assistance to the chief executive.

In subordinating business management to the superintendency, stress is placed on such qualifications as ability to supervise personnel in office and technical skill rather than on educational aspects.

## Administrative structure

The administrative structure of the school system has tended toward the military or line-staff organ-

ization. It has become managerial in character, quite rigid and autocratic in nature. Two aspects of school organization have evolved: organization for control and organization for instruction.

The investigation clearly shows the need for a reorganization of the administrative structure. First was the concept that the school administration be unified under the superintendent. Next came the concept that administration develop a more democratic staff organization. And third came the concept that superintendent and school staff should cooperate on the needs and problems of the schools through city-wide councils. The latter concept begins to outline the machinery that would render the administrative structure more flexible and responsive to community needs. These concepts call for a new type of administration and wider participation of school personnel and citizens in educational planning.

Concepts concerning organization for instruction are also changing. The shift is definitely away from the 8-4 plan to an organization more closely related to the newer knowledge of child development. The surveyors generally agreed that the junior high school should be adopted and placed emphasis on the need for providing separate plant facilities for it. However, it is indicated that reorganization for instruction is still underway and the probability of its involvement into a rigid structure is unlikely. The changing concept is couched in general terms which permit the development of a framework to which organizational units can be added or subtracted as

needed. Stated simply, the emphasis is on better education for every child through greater flexibility in the instructional organization.

### School personnel

The role of instructional personnel in the school administration is now characterized by participation. This concept is predicated on the basis of the teaching staff's knowledge of educational needs, and is directed toward giving it more opportunity to join in the study and solution of educational problems and in the evaluation of programs and facilities. In the later surveys the recommendations outline types of organization to assure and increase the efficiency of staff participation.

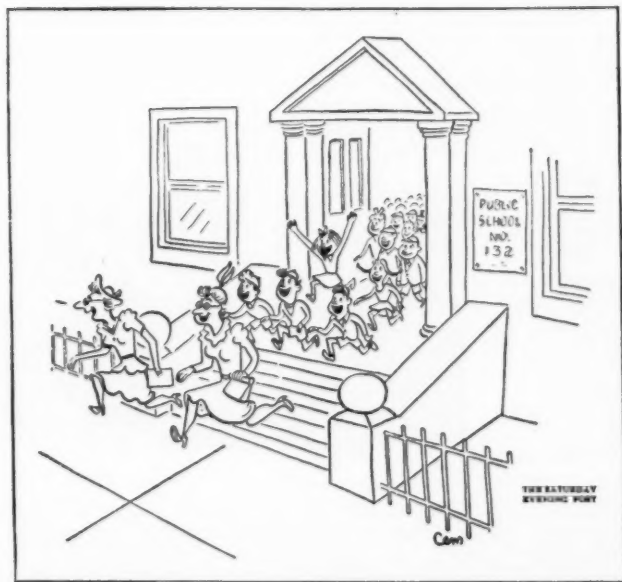
The appraisal of teaching emerges in the recommendations of the 1930 period; the instruments for rating the work of teachers to be developed largely by administration. However, in some later recommendations, it is suggested that the techniques for appraisal be studied by the teaching staff for possible revision. Related to this concept is another which suggests providing an equitable salary schedule containing a stipulation that outstanding work be rewarded by salary increments.

The principalship is gaining in stature and its relationship to other administrative positions is becoming more clearly defined. The trend is to place all the activities of the building under the principal, giving him more freedom in developing instructional and physical facilities in accord with the needs of the locale and the educational program of the school

system. To help him, the central supervisory staff should be reorganized to cooperate in improving the educational program of the entire school system. The principal's position is further strengthened and defined by affording him the opportunity of aiding in the selection of teachers and by giving him representation on the administrative council of the system.

The administration should no longer leave the improvement of school personnel to the hap-hazard authority of directives or administrative encouragement. It is the responsibility of the administration to conduct programs of inservice improvement to increase the efficiency of personnel in the performance of duties and assignments.

*All in all, the changing concepts regarding school personnel are in the direction of greater freedom in the exercise of the work for which it is responsible and larger opportunity to assist in shaping administration policies.*



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### The school curriculum

For some time in the history of the American school the curriculum, its development and revision, was thought to be the sole monopoly of the administration. This thinking stemmed from the original reason for employing a superintendent of instruction, instructional materials, and the curriculum. The administrator's monopolization of the curriculum problem begins to lose its hold in the 1930 decade. The change in concept is expressed in a new responsibility for administration to plan techniques and procedures for a continued study of the curriculum by the instructional staff. In the following decade, 1940, the concept includes lay participation. By 1950, the employment of a curriculum specialist is strongly recommended to plan and direct the continued study and revision of the curriculum.

### Something to think about

The school superintendency has not reached full stature. The development appears to be toward a board-superintendent relationship that takes on more texture but is not, as yet, totally defined. It may be at a turning point, for such terms as "education expert", "coordinating authority", and "educational statesman" used in the surveys may be harbingers of a newer status for the superintendent commensurate with the scope and importance of his responsibilities.

(1 John S. Benben, "Changing Concepts of School Administration as Revealed in City School Surveys, 1920-1950." Doctoral Dissertation, School of Education, Northwestern University, Evanston, Illinois, 1952.

## Operation: Clean Playground

**K**EEPING a school yard clean is a major problem in every school. Making a game of it, a game that lasts all year—with rules, penalties, and rewards, was the happy solution at Madison School Number One.

Coach Norton Whitelock was assigned this playground duty; so, being a coach, he made a football game out of it.

The players are from each room including Fourth to Eighth Grades, except one Eighth Grade, which is reserved to be referees. Each room is scheduled to play for only one week during the year, and one girl and one boy referees for only one week.

Between 12:30 and 1:00 o'clock each school day, the play begins. The room, under the teacher's supervision starts cleaning up the ground. As soon as they finish, the referees are excused from class to check the yard. For each clean field the players are given five yards, and for a dirty field they are penalized five yards, so each room may make twenty yards a day. One hundred yards is a touch down and can be made in one week.

The referees, wearing referee shirts for atmosphere, make two written reports, one for Coach Whitelock and one for the room.

The Coach makes charts of football fields, scaled one hundred yards long and wide enough for miniature footballs representing each room. At the first of the year, all of the footballs are at the top of the

By Norton M. Whitelock

chart. Each day the Coach advances or retards the ball as the players score, or are penalized. These charts with the schedule and rules of the game are posted on the bulletin board in the Cafeteria so that the teachers and pupils may check progress each day. The record is left there all year.

At the end of the year, there are three weeks unassigned, so that the room with the lowest score in each grade is required to clean the playground once more.

Interest runs very high all through the year; and,



of course, much of the success of the project is due to the enthusiastic cooperation of the room teachers.

The administration is pleased with the project and justifiably proud of our clean grounds.



Some of the members of the planning committee for the Educational Clinic  
Dr. Manning, Miss Hubbard, Dr. Jones, Dr. Heimann

## EDUCATION CLINIC

### *First of Its Kind*

The curtain rose on what may be a new era in teacher education in Arizona when a two day Educational Clinic was officially opened at Arizona State College, Tempe, at 1:30 P.M., March 27, 1953.

Jointly sponsored by the AEA Department of Classroom Teachers and Education Department of the College, the clinic provided an opportunity for in-service teachers and incoming teachers to orient themselves to the problems which they will share together in the near future. A panel discussion on "Problems of the Beginning Teacher," moderated by Dr. Loren Vaughn, Jr., superintendent of Phoenix Elementary Schools, raised questions which became the center of buzz sessions which followed. Young teachers wanted to know if there could be motivation without evaluation, something of ways to care for individual differences and different levels of preparedness, if a teacher can have friendliness without disorder, how to execute the plans which children make, and how to become well acquainted with children and the community. The main questions centered around discipline and the creation of interest.

Dr. McGrath, Head of the College of Education, stated his belief that the two most important ingredients of success are loyalty to the profession and enthusiasm for the work. He suggested that the new teacher invariably meets with five basic problems: How may I become more professional; did I

make a wise choice; how can I learn to live in the community; how can I patch up the blind spots in my professional training; and how can I make a contribution to the field of education?

Immediately following the dinner meeting which was held in the Lyceum Building, Dr. Bond of the University of California at Los Angeles spoke with the group about the adjustments which are now necessary in the life of the child as he goes from the home into the classroom. He pointed out that the child often seems to "resist" the teacher's attempts to assist him. He believes this due to the new socio-economic factors of the modern world. Dr. Bond pointed out that the school is increasingly "becoming all things to all children" and that many children come to school without having seen either parent during the morning hours. Accustomed to a push-button world, the child finds it increasingly difficult to work on his own and to create for himself. The child whose basic desire is to give finds himself denied the privilege, for he is constantly the recipient of modern conveniences.

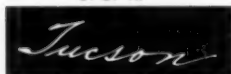
Saturday morning was devoted to a follow thru on the topic of the evening before, and to small discussion groups. During the last hour the participants divided themselves into interest groups to discuss with someone qualified in the field such matters as what a superintendent desires of his teachers, salaries, contracts, teacher-certification, and credit unions.

The clinic was then evaluated by a group of students in the College of Education. They expressed the hope that this would become an annual occasion, and the belief that it had been most worthwhile in their professional life.





DR. VERGIL HUGHES  
FTA SPONSOR AT THE  
U. OF A.



**T**HIS IS AN important year for the Future Teachers of America on the University of Arizona campus. The group was organized in March, 1952, and the membership has grown steadily until the total has reached ninety potential teachers. The chapter is named for the former dean of the College of Education, Dr. J. W. Clarkson. Its leaders are: Charlotte Abrams, President; Dick Woodward, Vice-President; Priscilla Mueth, Secretary; and Elizabeth Gray, Treasurer. Dr. Vergil H. Hughes, Assistant Professor of Elementary Education, is the chapter sponsor.

Activities of this chapter have been numerous, interesting, and well planned by the officers. At the meetings, many important people in the field of Education, have spoken on the various aspects of the teaching profession. Mrs. Laura Ganoung, Supervisor of Special Education, Tucson Public Schools, gave an informative talk on teaching as a profession at our first meeting of the year. At the following meeting, Mr. William W. Frampton, Principal of Fort Lowell Elementary School, Tucson Public Schools, spoke to the group on the relationships of the principal and the teacher. He was followed by Miss Irene Erickson, Administrative Assistant to the Superintendent, Tucson Public Schools, who spoke on teacher selection. She mentioned those attributes which the administrator looks for in a prospective teacher and also explained the processing of an application from a prospective teacher.

Dr. Ralph Robinson, Director of Placement at the University of Arizona, spoke on the ways and means of acquiring a teaching position and gave some predictions regarding placement in the future. Dr. O. K. Garretson, Dean of the College of Education, University of Arizona, addressed one meeting and gave his interpretation of the place of an FTA chapter on a University campus. From these meetings much valuable information has been given to those preparing to enter the teaching profession.

We were also honored by a visit by Mrs. Wilda

## ARIZONA FUTURE TEACHERS BECOME

# Professional - Minded

*Arizona teachers will be glad to know that their University and colleges are taking an active interest in providing prospective teachers with practical experiences in assuming professional responsibilities and preparing them for active participation in the profession of their choice.*

Freebern Faust, National Secretary of the FTA. A luncheon was given in her honor by the University FTA.

To encourage membership and attendance, the publicity committee of the chapter, mimeographed and addressed colorful letters to all freshmen and sophomores telling them of FTA and its activities. These letters have proven successful as many new faces are seen at our meetings. At present, post cards are sent to remind people of the meetings and they are encouraged to attend.

At one of the meetings mimeographed sheets on



Members of the Future Teachers of America, University of Arizona

the "First Day of School" were distributed to everyone present. NEA and AEA Journals were also distributed to the members.

Plans for the future now include holding a joint meeting with High School FTA Clubs in the Tucson area. Also encouraging other high schools in this area to form FTA Clubs.



**W**ESLEY TAYLOR CHAPTER, Future Teachers of America of Eastern Arizona Junior College, is the newest Future Teacher organization in Arizona. The charter was installed during first semester and twenty-three students have become



paid members. Although EAJC offers only two years of college training with few courses specifically in the Education field, many of its students go on to the University and state colleges to graduate into the teaching profession. It was for this reason that Mrs. Florence Holladay, with the encouragement of President Paul E. Guitteau, introduced Future Teachers of America to the junior college students. Active participation by more than half of the students who plan to become teachers has pointed up the interest that potential teachers have in an organization which can help them to an understanding of their problems.

An attempt to relieve growing pains, a study of the aims and purposes of the the National Education Association and the Arizona Education Association, and unusual programs have provided material for regular meetings which are scheduled for first and third Monday evenings of each month.

Miss Lois Rogers, Arizona consultant for FTA, actively participated in the organization of the



Story hour at the Christmas Party at Guadalupe

Wesley Taylor chapter by attending the second meeting and giving information about the projects and activities which are usually a part of the Future Teacher program. Mrs. Wilda Freebern Faust, secretary of the National Committee of Future Teachers, also proved helpful in her clarification of various phases of the organization during the FTA section meeting of the AEA convention.

Representatives from the EAJC chapter have attended the AEA convention, Classroom teachers banquet, AEA assembly, and state meetings of FTA.

After the state project of a trip to Mexico was planned, the Wesley Taylor Chapter invited a Safford business man, Emil Crockett, to show moving pictures of his recent trip to Mexico.

The Wesley Taylors acted as hosts the night of charter installation and invited the group to their home for the ritual. After the ceremony, Mr. Taylor talked of the joy and satisfaction which he had had in being a teacher and encouraged the future teachers in their careers. President Guitteau praised Mr. Taylor for the influence he has been in

the lives of his students and called attention to some of the outstanding men and women who revere Mr. Taylor as their teacher. He also told of the profession, its responsibilities and its pleasures as he complimented the group on their installing a chapter and making a study of their chosen career.

EAJC Future Teachers honor a former faculty member, Mr. Wesley Taylor, in naming their chapter. Mr. Taylor was retired a few years ago after teaching more than forty years—most of the time at the local junior college, which was then Gila Junior College. His excellence in teaching, his friendliness, and his interest in his students were considered by a committee who made the recommendation for the chapter name.

To have a local man who can attend their meetings as their honorary sponsor is a matter of pride to FTA members at EAJC.

*Officers of the Wesley Taylor Chapter are: Miss Joanna Bryce, Ashurst, president; Miss Ruth Payne, Lordsburg, New Mexico, vice-president; Ernst Deters, Safford, secretary; Miss Dian Lines, Safford, treasurer; Fred Hawk, Safford, historian; Jerry Robinson, Thatcher, parliamentarian; Miss Florence Hagnic, Pima, librarian; Keith Crockett, Pima, song leader, and Mrs. Florence Holladay, EAJC English department, sponsor.*

*Members include: Misses Marcia Mattice, Pima; Naomi Hoopes, Thatcher; Fauna Elledge, Ft. Thomas; Rac Payne, Lordsburg; Vonda Peck, Pima; Jackie Jones, Duncan; Fay Bennett, Safford; Olive Worden, Safford, and Messrs. Rex Whitmer, Morenci; Derrain Parton, Safford; Ed Cathcart, El Frieda; Ivan Muse, Phoenix; Tom Ferguson, Tucson; David Kennon, Douglas; Ernst Griffin, Thatcher.*



Off to a strong start with 23 members, we took part in the Convention and the Delegate Assembly of the Arizona Education Association. At the Convention we met with Mrs. Faust, Executive Secretary of the F.T.A. It was at that meeting that a state organization was first conceived and later went into effect with the first meeting of representatives of the F.T.A. gathering for their own meeting and drafting a resolution asking support of the AEA in advancing the program of the F.T.A. in Arizona. We were pleased when it was learned that our resolution was adopted and the AEA was behind us. We had at this time, been thinking in terms of a trip to Mexico and were happy that the state organization was agreeable to making the trip a statewide affair. We were joined by two other chapters in the state.

#### Christmas party

Each year the F.T.A. has held a party about Christmas time.

Page 22

It was finally decided that we have a Christmas party for a group of children. With the cooperation of Mr. J. H. Windes and his staff a party was held for the lower elementary grades at Guadalupe School. Some of us gathered fruit, candy, and a Christmas tree; others brought construction paper and looked up Christmas stories to tell at the party. On Saturday, December 13, we loaded into our cars and the college station wagon and were on our way to Guadalupe. At first there was only a handful of children to enjoy our party. Some were watching from a comfortable distance but as the afternoon wore on more and more came until we had 29. Three of our members spoke to the children in Spanish and soon all the bashfulness was overcome. It was such a warm day that we brought our tree into the school yard and proceeded to decorate it. We made rings and stars from paper and paste and put our decorations on the tree. After we had finished decorating the tree, we played games for a while and then listened to Christmas stories. After the stories each child was given some cookies, candy and oranges. One little boy who had a broken arm took advantage of the situation and made his sling look like Santa's pack. We had plenty for seconds, thirds and fourths as some of the fathers of F.T.A. members had donated fruit from their orchards.

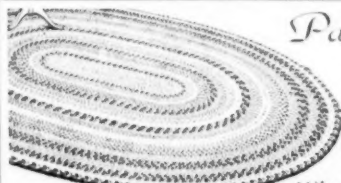
#### Mexico bound

We then turned our attention to a trip to Hermosillo and Guaymas. Objectives were drawn up and

presented to the department of education. After they were approved and returned to us, we began gathering the facts about the cost of the trip. Hotel reservations were made, a Greyhound bus chartered, visas procured and other necessary arrangements made for the trip. On January 22, thirty people left at 5 o'clock for Hermosillo. Official chaperones for the trip were Miss Bernice Bedford of Thatcher, Dr. Duane Manning and Mr. George Yates of Tempe. The following Monday all members of the party arrived safely home with wonderful tales of a profitable and enjoyable trip to Mexico. There seems to have been a great deal of interest in the trip and perhaps we shall have others in other years. In addition to enjoying the trip we were able to increase the treasury of the state organization. At the present time, we have accumulated about \$160 (including a \$100 gift from the NEA), towards sending a delegate from the state organization to the F.T.A. national convention in Florida next summer.

We are also planning to visit Mr. Ed Randall and his Tolleson Club when they have their charter presentation. Mr. Randall is forming a new F.T.A. Club in Tolleson and from the meetings of the group that have been held so far it looks as if the group is off to a flying start.

We are at present concerned with two major items. The first is our preparation for High School Day, April 11th and the second is making plans for a bigger and better year next year.




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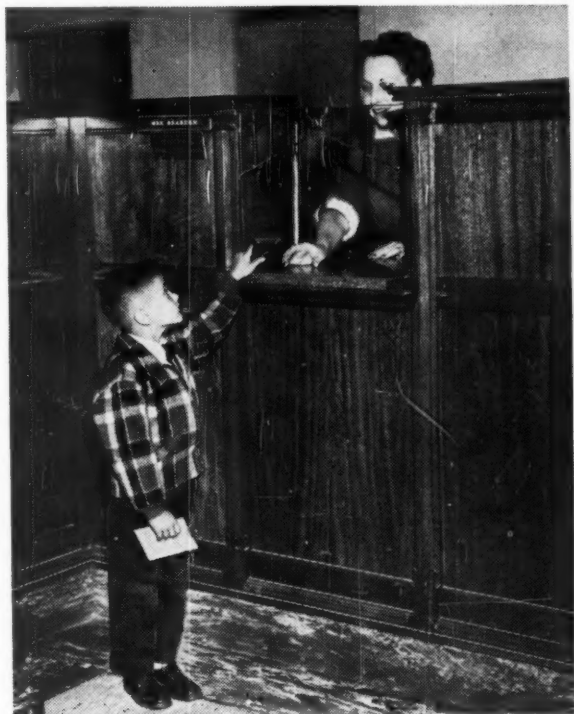
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## Sources of Audio-Visual Materials

By FRANCIS FEENEY

Audio-visual Director, Mesa

**T**HERE is a varied and valuable supply of audio and visual materials available to the teacher who has sufficient time and interest to go after it.

And for the school with a restricted audio-visual budget or for all schools desiring to avoid too great a dependence on films, free and inexpensive items can serve to add variety to the program and to furnish supplementary materials which may prove extremely useful.

However, since much of this type of material includes advertising, the teacher must be ready and willing to reject it, if in her opinion the advertising is objectionable or over-emphasized.

### 1. Radio and T-V Stations:

Much of the material used by radio stations is still put on discs and many of those recordings may be borrowed or obtained permanently by schools. Some radio stations will dub programs on tape for school use. For example, the Mesa High School has obtained, through the kindness of Station KPHO, "Death Rides the Highway" both on disc and tape for use in its Driver Training course. KPHO-TV also loans to schools the weekly **March of Time** films presented each Friday night on T.V. These films are excellent for science and social studies classes.

A visit to your nearest radio station might prove to have surprising and pleasant results.

### 2. Charts, Graphs, Maps and Pictures:

Many business organizations supply at no or little cost, visual materials of interest and value in most areas of teaching. The Educators Progress Service of Randolph, Wisconsin provides at a nominal cost, annual catalogues of free and inexpensive materials, which include films, filmstrips, charts,

graphs, pictures and pamphlets. The Superintendent of Documents — Government Printing Office, Washington 25, D. C., supplies, on request, a list of posters and charts as well as price list 53 which concerns inexpensive maps supplied by the government.

Such magazines as *Life*, *Fortune*, *Holiday*, *National Geographic* are too often a neglected source of valuable pictures, especially for History, Geography, Science and Art classes. A concerted effort to round up the dust gathering collections of past issues which exist in any neighborhood or community would yield a rich harvest of pictures for bulletin board and class use.

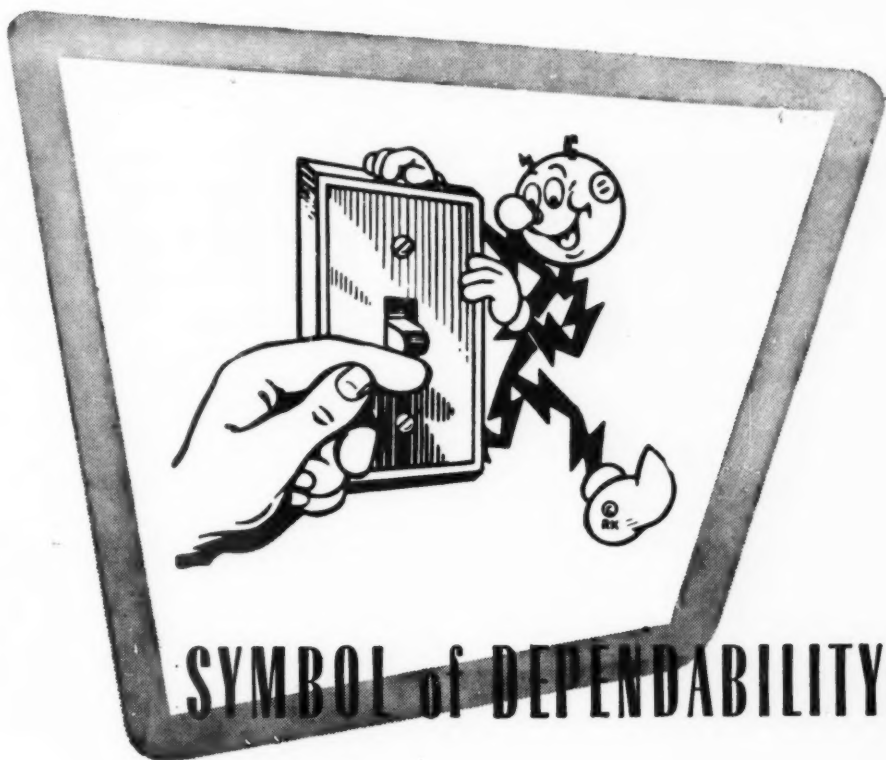
For example, a collection of American History pictures from old *Life* Magazines were mounted at Mesa High School and furnish visual materials for nearly every period of America's amazing past. Likewise the covers of *Time* have been mounted and used in Social Studies and Current Events.

State and foreign governments and Travel Bureaus offer generous quantities of colorful and interesting materials.

page 26



"Junior has all of his homework done by the 'Quiz Kids!'!"



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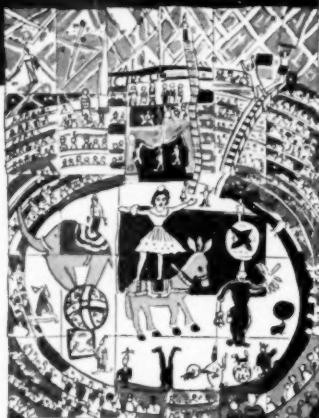


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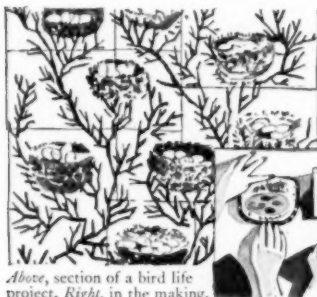


Above, completed circus—painted by 35 children.

From France comes a new theory of *Children's Collective Painting* which enables youngsters to learn to work individually yet at the same time in close harmony with others. Each student draws his own idea of a given subject. The group then selects the best drawing. This one is enlarged; then divided into equal-

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**Greatest freedom** should be given each child in choice of detail and use of color. The idea and outer contour of the part remains, but interpretation varies with each child. The portions may be compared as work progresses and finally are placed together. Sometimes a few changes must be made to improve expression of the whole. The children as a group make all the decisions. Throughout the project the teacher only advises.



Above, section of a bird life project. Right, in the making.

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## AUDIO-VISUAL MATERIALS

(From page 24)

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### 3. Sources of Free Films:

The school that does not have the services of an Audio Visual department or Coordinator may not be aware of the many local and national distributors of free films. For that reason the following list is offered:

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2. State Health Dept.—Capitol Bldg., Phoenix, Ariz.
3. U. S. Forest Service—Phoenix, Ariz.
4. Standard Oil Co.—Phoenix, Ariz.
5. Red Cross—Phoenix, Ariz.
6. Shell Oil Co.—100 Bush St., San Francisco, Calif.
7. Westinghouse Elec. Co.—306 4th Ave., Pittsburg, Penn.
8. General Electric — 212 N. Vignes St., Los Angeles, Calif.
9. General Motors — 408 Montgomery St., San Francisco, Calif.
10. Association Films, 351 Turk St., San Francisco, Calif.
11. Standard Talking Pictures—1963 S. Vermont Ave., Los Angeles, Calif.
12. General Motors, Film Section—Dept. Public Relations, Detroit, Mich.
13. United World Films, Inc.—7356 Melrose Ave., Los Angeles, Calif.

Each of the above organizations supply films at no cost except postage, and will send a catalogue upon request.

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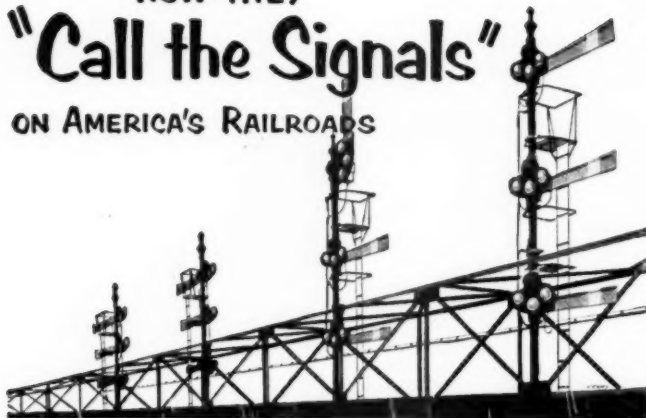
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## ASSOCIATION OF AMERICAN RAILROADS

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## CRITICISM-SEVERE

A Release

from Yale University

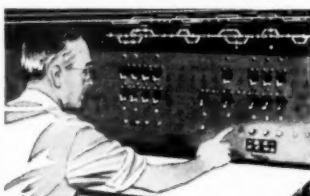
CRITICISM of public schools by laymen in the past few years has been the most severe in the whole history of public education in this country, a Yale faculty member declared.

Primary and secondary public schools have become the favorite "whipping boy" of critics ranging from conservative clergymen to radical demagogues, according to C. Winfield Scott, of Yale University's Department of Education.

Education deficiencies of servicemen in World War II encouraged the critics, but their criticism really mushroomed in the post-war years, Mr. Scott said.

He quoted a report showing that in 1949 seven "negatively critical" articles appeared in magazines of large circulation. In 1950 the number of such articles had doubled, and then in 1951 had trebled.

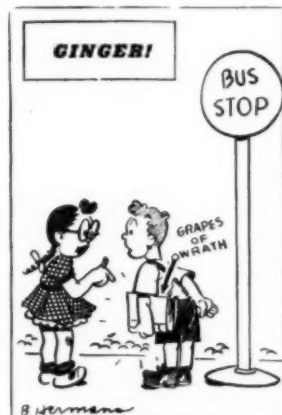
The Yale speaker pointed out that such adverse criticism has been aimed at all parts of the public school system but the chief targets have been progressive education, lack of religious instruction in public schools, alleged infiltration



On sections of line equipped with Centralized Traffic Control, all trains automatically report their exact positions and movements through lights on a map on a central control board. By moving little levers on this board an operator can set signals and throw switches that govern the movement of trains as far away as 200 miles.



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"Hello, Elsie? ... How about a soda at Peavey's drug store ... Oh yes ... and bring your homework along."

of subversive elements among teachers and text books, the quality of teachers and of teachers colleges, and the teaching of the three R's.

So-called progressive education has been attacked on all sides and frequently the criticisms contradict each other, Mr. Scott said. On one hand, the critics will say progressive education represents a "collectivist" philosophy, while other opponents will charge that it gives the students too much freedom.

Another favorite target is the social studies courses, Mr. Scott said, and here a common complaint is that the textbooks are "subversive". These charges "constitute something of a threat to every teacher who wishes to face the problems squarely and who believes strongly in the eventual supremacy of reason," he stated, "for to seek facts and espouse free inquiry in certain problem areas today is to run the risk of being labeled subversive."

But some of this adverse criticism of the public schools may prove to be a blessing in disguise, Mr. Scott said. "Such will be the case if it stimulates professional educators to be more self-critical and efficient, and encourages educators and laymen to improve their understanding of education and therefore work together better as an education team," he asserted.

## What lies behind a famous trademark in education?

### AUTHORSHIP

Willis W. Clark  
Louis P. Thorpe  
Ernest W. Ties  
T. W. MacQuarrie  
J. Wayne Wrightstone  
Edwin A. Lee  
Georgia Sachs Adams  
David Segal  
and many others



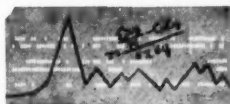
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## THE SUPPLY WON'T STRETCH

[The NEA reports on  
Supply and Demand]

**L**IKE an outgrown belt, September's expected supply of teachers will simply not stretch around the expanding enrolment of children in the nation's elementary schools. The National Commission on Teacher Education and Professional Standards of the National Education Association reports that 160,000 new fully-trained teachers will be needed in the lower grades this fall.

Stacked up against this demand for 160,000 teachers is an expected supply of only 35,636 graduates, fully-trained for elementary school teaching who will be produced this year by the colleges. And, says the Commission, there is no guarantee that all of these will go directly into the classroom. They may choose other professions, some of the male graduates will be claimed by the armed services, or some may quit, as 60,000 do annually, after a short stint in the classroom.

T. M. Stinnett, executive secretary of the Commission, and Ray C. Maul of the NEA Research Division, point out that unless schools, parents, and interested citizens everywhere make "unusual efforts" to furnish better salaries, better



"So your family is moving to another city . . . Are you sure it isn't a plot to break us up?"

working conditions, a fair workload and a respected place in the community for such graduates, many of the nation's children will be short-changed on their education.

The Commission breaks down its help-wanted figure of 160 thousand in this way: a million-and-a-half more children will enrol in school this year; at least 20 thousand new teachers will have to man the new classrooms to be built for these newcomers-to-school; 10 thousand more teachers should be added to relieve the overcrowding and to eliminate the halfday sessions now found in many areas; another 10 thousand should be hired to give instruction not now included in many elementary school programs; 60 thousand now teaching in the classroom are not wholly prepared to handle the job, and should be replaced or given further training; and 60 thousand quit every year. Moreover elementary school enrolments will increase each year by at least 1,000,000 children through 1957.

The Commission reminds career-minded high school youngsters and college students that the profession of elementary school teaching will be a "customers market" for years to come. Even now, according to the Commission: "representatives of some of the better school systems are going halfway across the country in search of well-trained elementary school teachers. This competition will grow keener."

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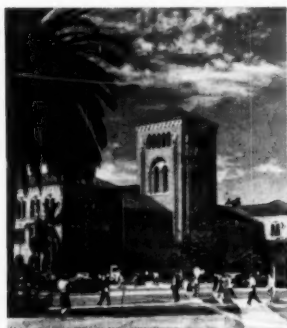


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## NEWS To Us!

These are announcements by the manufacturers of new products which we believe will be of professional interest to educators. This listing should not be construed as a recommendation by the editor. You will want to check and compare these items with others to be found in your school supply store.

**Clothing Locker** A new design in locker equipment affords each child a place to sit down when changing shoes, etc. Made of wood, it has individual open sections for hanging clothes, pull out drawers under seats for loose clothing, steel coat hooks can be placed in peg-board back, and removable shelf dividers. Available in 3 or 4-locker unit widths. (School Interiors Co., 5 University Place, New York 3, NY)

**Plastic Binding Kit** Make your own plastic tube bound books that will lie flat no matter where opened. Can be used for permanent or loose-leaf purposes. Hand-operated machine weighs 2¼ lbs., measures 6" x 8¼". Available in two, three, and four hole models. Two-hole models costs \$11.90, including 150 plastic tubes which are available in three colors and many sizes. (Tauber Plastics, Inc., 200 S Hudson St., New York 13, NY)



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*Sound Control Console* Desk-top console is designed to provide recorded programs, radio programs, or local-origin sound programs and announcements to selected areas or to all areas reached by the sound system it serves. Unit serves up to 20 rooms or areas but can be expanded to serve 60 rooms. Is 16 inches deep, 45 inches wide over-all, and 11 inches high. (Radio Corporation of America, Camden, New Jersey)

*Model Weather Station Kit* Complete "packaged" classroom activity kit designed for learn-by-doing instruction. Includes most materials required for the construction of 10 instruments, which show changes in weather, and for the performance of 23 experiments that illustrate the basic laws that affect weather. Also includes 20-page teachers' manual and a 40-page teaching handbook with 66 illustrations. Instruments constructed from the kit are simple in every respect and designed to give students better understanding about weather rather than to provide scientific accuracy in operation. (Models of Industry, Inc., 2804 Tenth St., Berkeley 2, Calif.)

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## EDUCATIONAL LEGISLATION

(From page 11)

Association, along with other groups, has felt the need of such reorganization. This year, there seemed to be a mounting demand that something be done. Your Legislative Committee gave serious consideration to the entire program, and, after discussing the matter with legislative leaders, it was decided that we would not introduce a bill of our own but would endorse the Governor's Committee Bill and call attention of the Education Committees of both the Senate and the House to the stand of the A.E.A., in which they went on record as favoring a majority of professional members on the State Board of Education and asked that in case hearings were held the arguments for a professional majority be presented. The Education Committee of the House held such a hearing and heard representatives present arguments for various types of representation on the state board. We soon found out that the chance of getting a majority of professional members on the state board was impossible and that we would have a battle to even get a non-designated board. The committee, therefore, had House Bill 229 drawn, which provides for a Board of Examiners or Board of Certification of seven members appointed by the Governor from the list of names submitted by the A.E.A. Members of this board must

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be actively engaged in teaching in the public schools of the state, the state colleges, or the university. We received a promise from the House Education Committee stating that they would consider House Bill 30 (Reorganization of the State Department) and House Bill 229 as companion bills and would not release one without the other. We were all surprised when the House Education Committee attached an amendment to House Bill 30, when it was reported out, definitely prohibiting teachers from serving on the state board. It was reported in the press that this was one of the few bills reported out by the Education Committee with a unanimous vote. The bill was amended in the Senate to provide for not less than two professional members nor more than three, and placing a salary limitation of \$9600 on the state commissioner. House Bill 229 passed the Senate and had been on the Governor's desk the five days and still no agreement had been reached between the Senate and House Conference Committees on their differences on House Bill 30. The Governor was ready to veto House Bill 229 unless House Bill 30 was passed, and we had less than an hour's time to make a decision whether to scuttle the entire reorganization program or take the very best that we could get. We decided on the latter course. The Conference Committee agreed to the House version. As finally adopted, we have a complete package in that the election

called for September 29 will include a constitutional change involving the abolition of the elective office of Superintendent of Public Instruction and the change in the nature of the State Board of Education. If this is ratified by the people of the state, then House Bill 30 and House Bill 229 become effective. If the constitutional change is disapproved by the people, then the situ-

ation remains as is, since both these bills carry the provision that they shall go into effect unless the constitutional change is made.

There are many members of the Legislature who have been of inestimable help to us, and while we cannot mention them all by name, we should like to particularly thank Mrs. Polly Rosenbaum. See page 38



*"My dreamboat's waiting!"*

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## EDUCATIONAL LEGISLATION

(From Page 37)

Chairman of the Education Committee in the House, and Senator William Kimball, Chairman of the Education Committee in the Senate. They were most cordial at all

times and were willing to listen to our position on educational legislation, and we feel gave full consideration to our arguments. Personally, I should like to thank Mr. Ray Booth, President of the Arizona Education Association, Mr. John Armer, President, Arizona School Board Association, and Mr. A. M. Crawford of Prescott, a representative of the tax payers on the Governor's Committee, who spent many days at the capitol, advising on all legislative matters; also the many individual teachers, administrators, and local associations who contacted their local legislators expressing their opinions on pending legislation.

It is planned to have the Legislative Committee meet shortly to review the legislative program and to reach a decision on what their recommendations would be in the light of the developments in this Legislature.

*The great detective was shown into the boss' office. "Look," said the boss, "I've been robbed of thousands. Some robber has been around the country posing as one of our collectors and has simply coined money. In a week he collected more than all our travellers put together. Find him at once—and spare no expense." The great detective rose to his feet. "In a week he'll be in jail—I guarantee it."*

*"Jail?" roared the boss, "I want to give him a job!"*

*— Man's Shop,  
hm, Hose of Ensign (S Africa)*

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## The REACH and The GRASP

(From Page 3)

principles as these?

1. The unrestricted search for facts;
2. The rights and responsibilities of self-expression;
3. The realization of one's self-interest is always related to the self-interest of others;
4. Freedom is born of rational and purposeful inhibition and prohibition;
5. The spirit of the Golden Rule is a good basis for group living; such spirit flourishes only in friendly soil;
6. Self-expression is the key to learning;
7. Excellence is to be sought;
8. Cooperative group activities are necessary to the creation and survival of social conscience; individual creativeness is a necessary response to uniqueness, and is necessary to self-reliance and, therefore, self-respect.

The freedom of learning is dangerous when used; it is more dangerous when not. When we proceed within the bounds of accepted beliefs, we are observing the ways of good, if dangerous teaching.

*The afterdinner speaker had talked for 15 min's. "After partaking of such a meal," he continued, "I feel if I had eaten another bite, I would be unable to speak." From the far end of the table came an order to the waiter, "Give him a sandwich."*

— Mountaineer

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# GREYHOUND

## To My Son

(From page 10)

tell you, son, this world is hungry for people who are willing to go the second mile in service.

Remember when tempted to slight opportunities to appear before groups that all human beings are pretty much alike and really there is nothing to fear from other people.

Dare to be yourself. Never sacrifice principles to the crowd to win popularity. Popularity isn't worth that much.

Speak, talk enough but not too much and when you talk, talk with vigor and with interest and meaning.

Be concerned with the unfortunate, the destitute, the sad as well as with happy prosperous people.

Study people that you may better serve them.

Respect men and women of all religious denominations.

Finally, son, remember no matter what the fortunes of life may bring your way, you will always be my boy and I will walk by your side through sunshine and through shadow.

With abiding pride and faith in you, I am

Ever your dad,  
Lafe Nelson

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Big names in education will be on the Flagstaff campus this summer, offering an outstanding group of workshops, clinics, and symposia. (Check your March issue of ARIZONA TEACHER)

Work will be offered on all levels—undergraduate work leading to the Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Education degrees; graduate work leading to the Master of Arts in Education degree; and advanced graduate work on the doctoral level.

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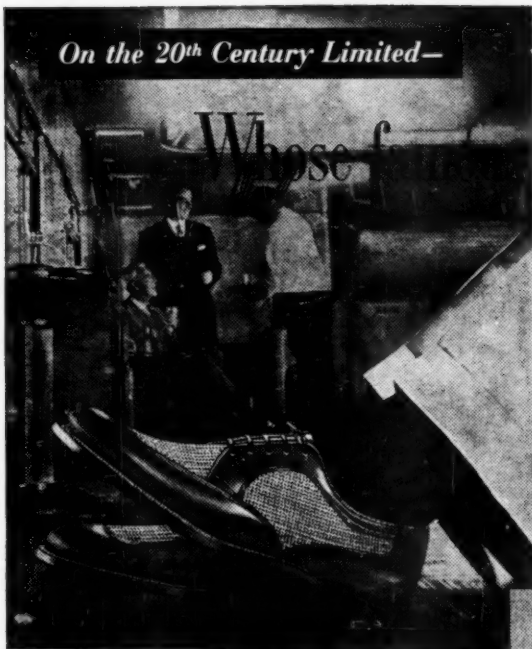
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On the 20<sup>th</sup> Century Limited—



## Bostonians are these?

*The time:* right now. *The place:* any point between New York and Hollywood. *The people:* men who like to couple cool comfort with clean-cut looks. That's the synopsis of *Breezeways*, the new shoe hit by Bostonian. They're the choice of Hollywood's Farley Granger, starring in Samuel Goldwyn's "Hans Christian Andersen."

KENT—Cocoa Nylon Mesh and Tan Calf "U" Wing Tip.

# Hanny's

ADAMS AT FIRST STREET

three smart  
styles, each  
**18.50**



ARDMORE—Blue Nylon Mesh and Blue Calf Wing Tip.

**They're Bostonian's new "BREEZEWAYS"**



SPRUCE—Wheat Nylon Mesh Wing Tip trimmed with Smooth Brown Calf.

### 100% *Miracle Nylon Mesh*

Nylon, you know, is one of the strongest of fibres. It's also as soft and supple as your skin. When woven into airy mesh and combined with rich, gleaming calf by New Englanders world-famous for their shoe craft, it shapes up into the coolest, lightest, warm-weather shoes you've ever owned! Try on a pair—  
—you'll agree, you've never enjoyed such shoe comfort!